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School Ethics. By H. C. BLACKWOOD COWELL.—*Id.*

Schoolroom Ventilation as an Investment. By G. H. KNIGHT.—*Id.*

Four pages to say that such ventilation does not exist and is not considered a profitable investment. Alas! we knew it already.

FOREIGN NOTES.

SUCCESS IN LIFE

The Schoolmaster, (London) Feb. 9, 1895

The head master of Harrow has been giving the members of the Working Men's College, Great Ormond street, some sound advice on "Success in Life." Said Dr. Welldon:

The question often arose in his mind how it was that learning, when tested by examination and guaranteed by certificate, was so far from being an infallible promise of success in life. When he looked back it struck him with something like astonishment that a half, or rather much less than a half, of the capable students he knew at school or college had risen, or were likely to rise to any sort of eminence in life, while, on the other hand, among those who were now doing the best work in the world, there were not a few who, in the days of college life, were not distinguished at all, who won no prizes, and who received no intellectual hall mark. And the conclusion to which he was driven was that success in life was the resultant of a good many factors, of which learning was only one, and perhaps not the chief. Among the qualities which made for success there was no doubt that the first was character, and by character he did not mean that one should keep within the bounds of social etiquette and propriety; he meant that one's life should be far higher, far more conscientious than that. He was in the habit of saying to his boys when they left Harrow, "Whether you are very clever or very popular does not matter very much, but if it is known about you that you would not for any consideration in the world depart, by a hair's breadth, from the strict line of honour, then there is nothing too hard for you in life." Above all things, let them avoid cynicism, for a cynic and a sinner were not far apart, and he who was disposed to find faults in others was apt to commit faults himself, a form of conceit which was borne in upon members of his profession, and he suggested with diffidence that the affection of parents for their children was sometimes a form of conceit. One more fact of success in life he would allude to—it was that in the conduct of life they should practise methodical business-like habits. It could not have escaped their attention that a man who was always overworked generally did very little, while the man who did most had most leisure. The difficulty lay not in knowledge or industry, but in method, and if they found a man who was always overdone they might be pretty sure that he was not doing much.

THE COLLEGES OF OXFORD, AND AGRICULTURAL DEPRESSION

Educational Times, (London,) Feb. 1, 1895

At a recent meeting of the Royal Statistical Society, a paper was read by Mr. L. L. Price, on "The Colleges of Oxford, and Agricultural Depression." The accounts of the Oxford and Cambridge Colleges have been published year by year for some time past, and in Mr. Price's paper the accounts of the Oxford Colleges for the years 1883-93 were brought under review. The gross external receipts of the colleges were in 1893 some £11,000 less than in 1883, and the net external receipts some £13,000. Though the

external receipts are not entirely derived from agricultural estates, it seems within the facts to regard agricultural depression as responsible for a loss of upwards of £60,000 of income in 1893. Turning to the effects of the depression upon the emoluments of the Heads, Fellows, Scholars, and Exhibitioners, to which the college revenues are mainly devoted, it appears that these effects have been mitigated by the circumstances that the external receipts are not exclusively agricultural, and that the emoluments are also partly derived from internal receipts and from trusts. Still the emoluments of the Heads have fallen from £22,811 to £20,905, and of the Fellows from £83,820 to £74,749. The emoluments of the Scholars and Exhibitioners have, however, increased from £44,776 to £48,378, and their number has grown by upwards of ninety; and if the increased contributions made by the Colleges to the University are taken into consideration, the fall in the total payments is only about 5 per cent. But there are Colleges where diminutions have occurred of more than 25 per cent., in the emoluments of the Fellows, and the figures are altered considerably for the worse by eliminating a few prosperous Colleges.

MR. AUGUSTINE BIRRELL ON "GOOD TASTE"

Educational Times, (London,) February 1, 1895

From a fascinating lecture on "Good Taste," which Mr. Augustine Birrell delivered some months ago, and which is now printed *in extenso* in *Harper's Magazine*, we cull the following passage on the value of classical studies in schools:—

It is said *de gustibus non est disputandum*; . . . the saying is characterized by the usual untruthfulness of proverbs—for a good thumping lie, recommend me to proverb. As a matter of fact, there is less difference of opinion amongst qualified persons on questions of taste than many other kinds of questions. . . . Some of our judgments are irreversible, and our first studies should be of those things which *sana mens omnium hominum attestatur*, and which, therefore, stand on high never to be pulled down. The remoter these things are from our immediate environment the better they are suited to be studied line by line, and in an atmosphere free from personal elements. Homer, Virgil, Dante, are better models of style and diction than any of our own poets, for this reason, if for no other, that we are compelled by what I may compendiously, though feelingly, describe as "the surrounding difficulties," to study them with a severity of purpose and accuracy of mind we might be unwilling to bestow upon Shakespeare and Milton, or even on Spenser or Chaucer.

* * *

Mr. Birrell makes light of the argument that we "waste" a good deal of time over Greek and Latin; we do not pretend to teach them for directly practical purposes:—

Not one boy in a thousand becomes a scholar in the strict sense of the word, but the place of Homer, of Virgil, of Horace, in our educational system does not depend upon the output of scholars. These great masters play the same part in our æsthetic education as does the Matterhorn even to the man who never gets beyond the first hut. The rapture of the summit is not for that rudimentary mountaineer, who will, nevertheless, carry down with him into the valleys the knowledge of what a mountain is. No mole-hill need in future ever hope to palm itself off upon him as a member of the great race; that traveller will know better. So, too, he who has once caught the

clear accents, learnt the great language of a true master of poetic diction, though his scholarship may be unripe, is not likely to be found wallowing among the potsherds, or, decked out with vulgar fairings, following in the wake of some noisy charlatan in his twenty-fifth edition.

M. JEAN-FRANCOIS MACÉ

Journal of Education, (London,) Feb., 1895

As our last note on France was being penned, one of the greatest French schoolmen of modern times lay dying, and on the thirteenth of December he passed away. M. Jean-Francois Macé, known in England chiefly as the founder of the Ligue de l'Enseignement, was born in Paris on the 22nd of August, 1815; he had thus, at his death, passed his seventy-ninth year, and furnishes one more proof that sustained activity is conducive to length of days. After completing, in 1835, his studies at the Collège Stanislas, he returned to it in the following year as *maître répétiteur*, and shortly afterwards was appointed *maître de conférences* at the Collège Henri IV. From 1842 to 1845 he served with the army, being bought free in the latter year by one of his old teachers, who made him his secretary. Politics next claimed M. Macé's attention. "Never shall I forget," he writes at this time, "the moment in my life when the ideas of country and justice first rose before me in all their grandeur, and as sovereign mistresses, took possession of my soul. I remained, whilst the trouble lasted, shut up in my room, almost without food or sleep." The revolution of 1848 was hailed by him with joy, and for a brief period he played his part in the strife as contributor to *La République*. When the *coup d'état* fell, Paris was no place for M. Macé to linger in; he found asylum at Beblenheim, in Alsace, where, in the modest post of teacher in a school for girls—"le Petit Château," which he rendered famous—some of his best work was done. Teaching science, he set himself to convey its principles in a simple form. Hence the well-known "*Histoire d'une bouchée de pain*," a series of letters to a child on the life of men and animals, which placed its author in the front rank of what our neighbors term *vulgarisateurs*. A host of books for the young followed, two of which, "*Grandpapa's Arithmetic*" and the "*Little Kingdom, or the Servants of the Stomach*," have been translated for the English public. To pass to his more active work, when M. Macé went to Beblenheim, he first organized the library of the Commune; then, in 1863, he founded the Société des Bibliothèques Communales du Haut-Rhin. Next year he began his journal, the *Magasin d'Éducation et de Récréation*: and 1866 laid the first stones of La Ligue, which can now boast of more than thirty thousand members. Eleven years ago his countrymen elected him a Senator for life, and his days closed amid abundant honour. We gladly offer our small tribute of praise to one to whom, more than to any other single man, France owes her free, compulsory, and secular education.